

Planning for Performance: Working Toward Proficiency

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At the end this workshop, I will be able to say that I can . . .

- ✦ explain the three modes of communication to someone
- ✦ explain the difference between “mode” and “skill”
- ✦ determine probable proficiency targets for the levels I teach
- ✦ design mode-specific instructional activities that target certain proficiency levels

We used to teach to the 4 skills



Listening



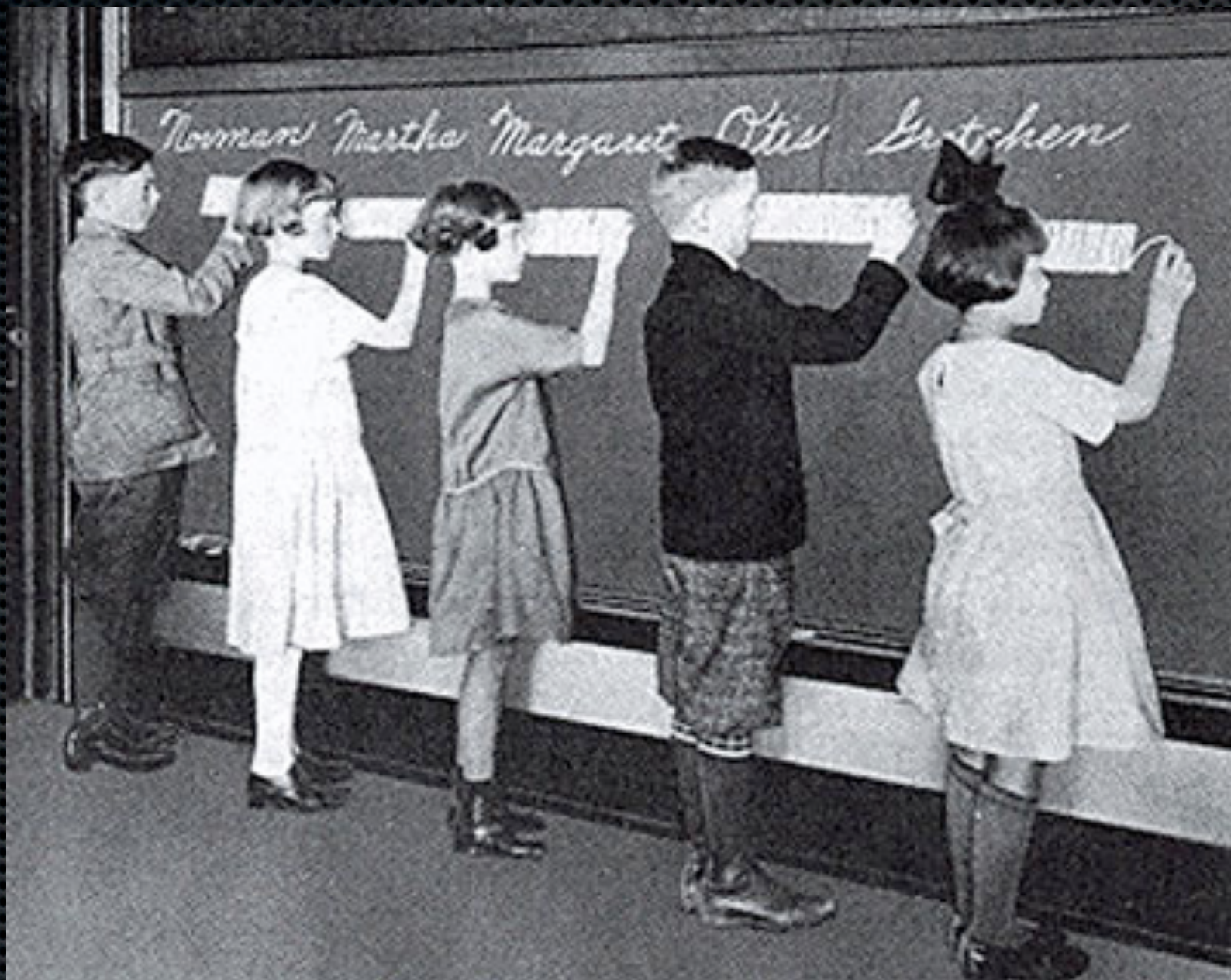
Speaking



Reading



Writing



Then . . . came Standards



think “mode”

- ✦ more natural
- ✦ more emphasis on *context* and *purpose* of the communication



BS: Skills in isolation

PS: Modes (skills in context)

Three modes of communication

- Interpersonal
- Interpretive
- Presentational



Interpersonal Mode



Interpersonal Mode



- two-way oral or written communication
- negotiation / clarification of meaning is possible
- often spontaneous in nature

Standard 1.1

(Interpersonal Communication)



Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Interpersonal: Speaking and Listening



You and your family have made a trip to visit relatives in Miami and to attend the quinceañera of your cousin. As usual your brother, who is among the court of the birthday girl, has dragged his heels about getting the special clothes he needs. Now his back is against the wall because he is needed to help his uncle with some party preparations and he still needs to order his tux (boys traditionally wear black tuxedo, white shirt, red tie and black shoes). Because you are good-hearted, you offer to help your brother out by calling a shop and placing his order for him. Call the store and have a conversation with the clerk being sure to:

- greet the store clerk;
- state your name and your brother's name;
- tell what clothing items and colors you need;
- give sizes for your brother; and
- close the conversation with an appropriate farewell.

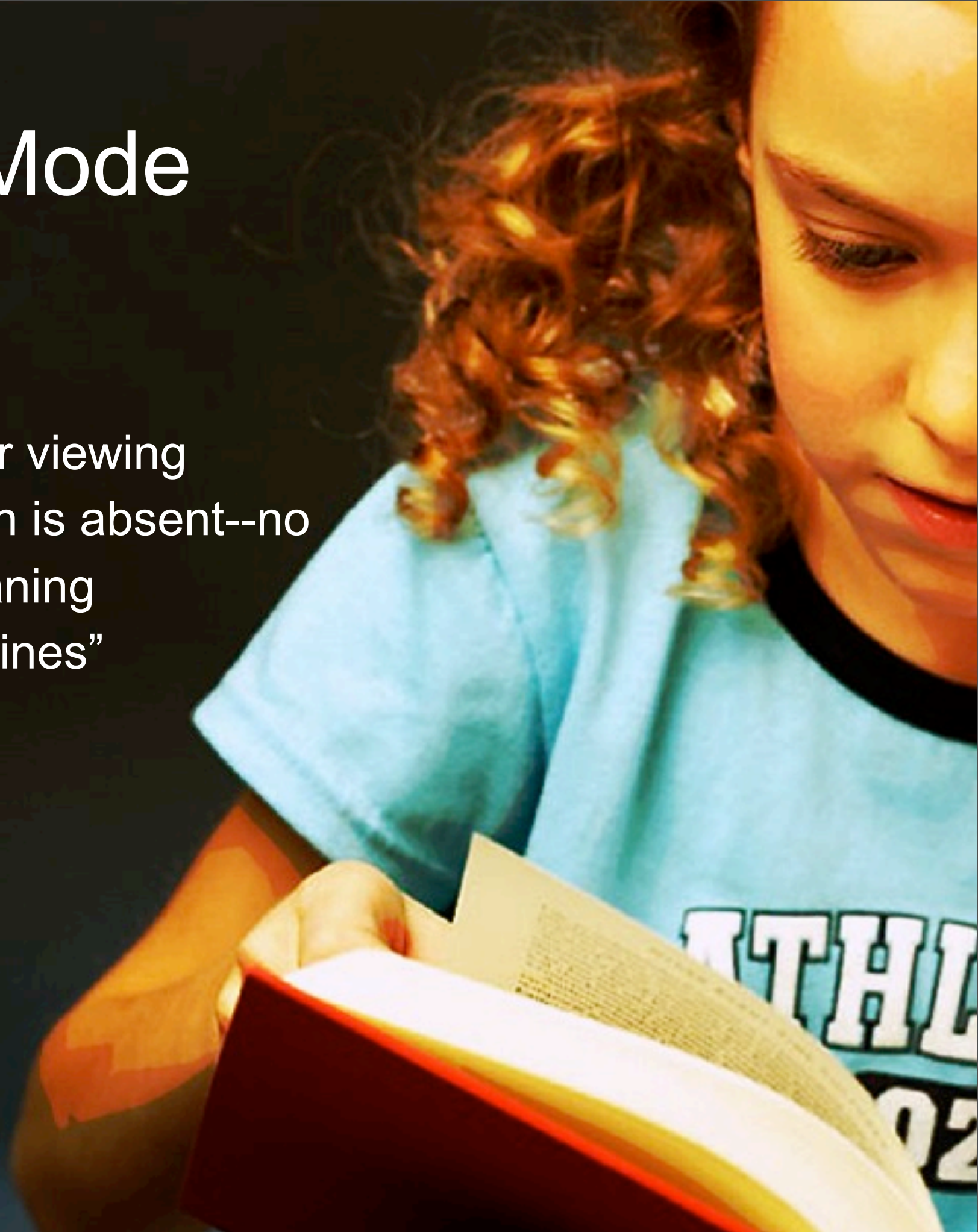
Interpretive Mode

???



Interpretive Mode

- one-way reading, listening or viewing
- creator of the communication is absent--no opportunity to negotiate meaning
- ability to “read between the lines”



Standard 1.2

(Interpretive Communication)

Students understand and interpret written and spoken language on a variety of topics.



Interpretive: Reading



You and your family are taking several weeks of vacation traveling in South America. You decide to escape from city life for a day and take a bus excursion to see a remote tropical rain forest with its exotic birds, monkeys and other animals living in their natural environment. The six-hour trip begins early in the morning.

After two hours on the road, you are in the heart of the tropical forest. It is hot and very rainy. The route is muddy and filled with holes and bumps. Suddenly, the bus is stopped at a military checkpoint by soldiers in combat gear carrying machine guns. A soldier boards the bus and reads an announcement from a paper, copies of which he distributes to all the passengers. The paper says:



Les informamos que ustedes están entrando en una zona muy peligrosa con alto riesgo de ser atacados por la guerrilla comunista. Hace una hora fue atacada una excursión y todos los ciudadanos de los Estados Unidos que estaban en el bus fueron secuestrados. Los turistas de otros países no corren ningún riesgo y si desean, puedan continuar con la excursión. Si usted es de los Estados Unidos, o no desea continuar con la excursión, favor de bajarse del bus en seguida para regresar al hotel en un bus que llegara en media hora.



Since you are the only one of your family who can read Spanish, it is up to you to explain what the paper says by answering these questions:

1. What is the paper warning about?
2. Does it represent any immediate risk to you and your family?
3. Do you have to take any action now? If so, what action?
4. Do you have more than one action from which to choose?



Presentational Mode



Presentational Mode



- formal, one-way communication to an audience of listeners or readers
- possible opportunity to prepare or rehearse

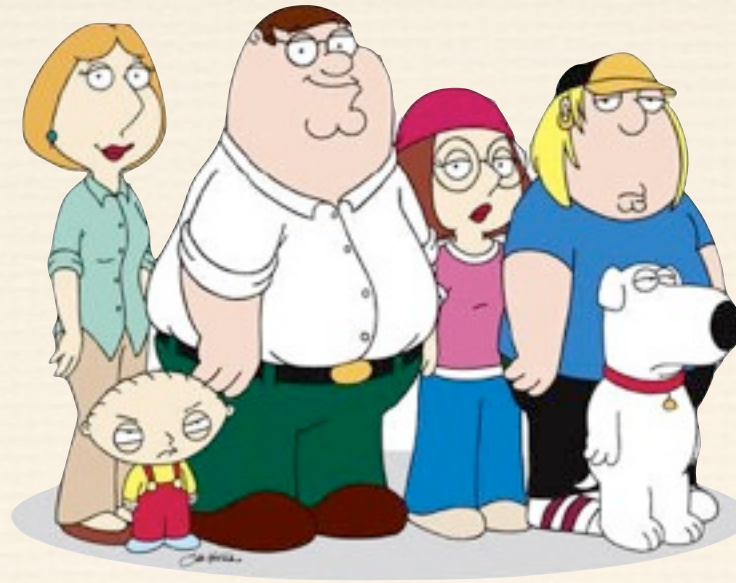
Standard 1.3

(Presentational Communication)



Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Presentational: Writing



You have had a very bad week with your family. Your parents embarrassed you in front of your friends; your little brother dropped your cell phone in the toilet; and your little sister cut your hair while you were sleeping. It just so happens that your homework for Spanish class is to write a description of your family. Describing your own family is the last thing that you want to do today. So, you decide to describe the family of your dreams instead.

You will want to include the following information in your description:

- Names of family members;
- Ages;
- Physical descriptions;
- Likes and dislikes;
- Favorite activities;
- Descriptions of personality.

SELF-CHECK QUIZ

- ✦ Students make a video to tell all about what they have learned. **Presentational**
- ✦ Students discuss Italian and American crafts in the target language. **Interpersonal**
- ✦ Students read and view videos on various craftspersons in Italy. **Interpretive**
- ✦ Students ask and answer questions about the butterfly habitat they are going to visit. **Interpersonal**

- ✦ Students read through the emails from their sister class in Senegal. **Interpretive**
- ✦ Students Skype with students from their sister school in Cairo. **Interpersonal**
- ✦ Students make a brochure about their school so they can send it to the students at their sister school.
Presentation
- ✦ Students write essays for the Rotary scholarship to Japan. **Presentation**

- ✦ Students view the video on Frida's life to learn more about the nature of her relationship with Diego Rivera.
Interpretive
- ✦ Students share their thoughts about Frida and Diego's time in America and then write a reflection to post at the class blog site. **Interpersonal Presentational**
- ✦ Students listen to the weather report for Beijing to make decisions about their day's plans in the city.
Interpretive

Should there be a balance of work in the modes?





What do students want most out
of their foreign language
experience?

Should that be a concern for me?



Why? Why not?

How important is “client”
satisfaction?



Remember this?

75%

So what does this mean vis-a-vis
proportion of time per mode?



Importance of proficiency targets



what should they be?

	Listening	Speaking	Reading	Writing
Level 1		NH		
Level 2		IL		
Level 3		IM		
Level 4		IM		

what should they be?

	Listening	Speaking	Reading	Writing
Level 1	IM	NH		
Level 2	IH	IL		
Level 3	AL	IM		
Level 4	AM	IM		

what should they be?

	Listening	Speaking	Reading	Writing
Level 1	IM	NH	IM	
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Level 3	AL	IM	AL	
Level 4	AM	IM	AM	

what should they be?

	Listening	Speaking	Reading	Writing
Level 1	IM	NH	IM	IL
Level 2	IH	IL	IH	IM
Level 3	AL	IM	AL	IH
Level 4	AM	IM	AM	IH

NL NM NH IL IM IH AL AM AH S

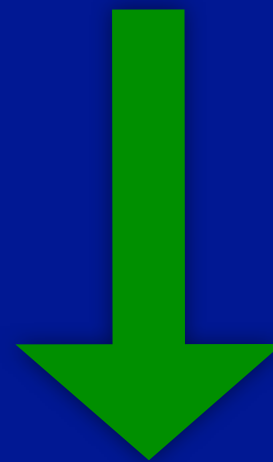
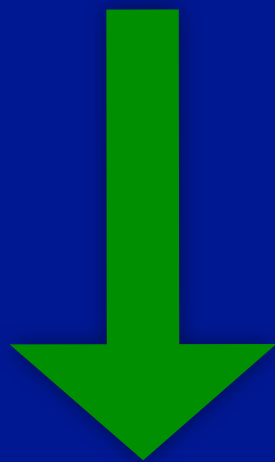
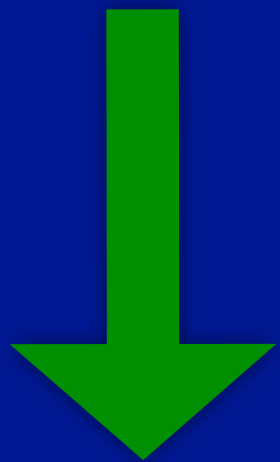
Proficiency Families

NL NM

NH IL IM

IH AL AM

AH S



Novice

Intermediate

Advanced

Superior

What do we remember about Novices?



- respond to simple questions on the most common features of daily life
- convey minimal meaning by using
 - * isolated words
 - * lists of words
 - * memorized phrases
 - * an occasional short, simple sentence
- ask memorized, formulaic questions
- they are known for being at the WORD level

What do we remember about Intermediates?



- can be a “conversation” partner
- ask and answer simple questions
- can handle basic uncomplicated language needed to take care of daily situations
- “create” with language to express their own thoughts
- do the above by using sentences, strings of sentences and sentence connectors
- known as being at the SENTENCE level

If this is what Novices must be able to do, how do I teach for that?



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If this is what Intermediates must be able to do, how do I teach for that?



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Modes with Skills

- ✦ Interpersonal

- ✦ listening/speaking
- ✦ reading/writing

- ✦ Interpretive

- ✦ listening
- ✦ reading
- ✦ viewing

- ✦ Presentational

- ✦ speaking
- ✦ writing

Giving it a whirl

1. choose a partner with whom to work
2. with your partner choose a level to work on
3. remind yourselves of your proficiency targets
4. choose a topic or theme for your level
5. brainstorm 2 interpersonal activities, 2 interpretive activities and 1 presentational activity within the context of your level, your topic/theme and your proficiency target

Sharing the wealth



Some nifty resources

<https://skydrive.live.com/?cid=28f7c805d5a3213d&id=28F7C805D5A3213D%21154&sc=documents>

The Jefferson County (KY) Public Schools have produced a number of performance assessments that have great potential of being used as classroom instructional resources, as well. These materials are available for Levels 1-3 and are tied to certain proficiency levels. In addition to the assessments, teachers might find other resources at this site helpful.

<http://flenj.org/CAPS/toas.shtml>

A FLAP grant awarded to four New Jersey school districts funded the development of performance-based assessment tasks following the ACTFL Integrated Performance Assessment model (a suite of 3 tasks that feed one to the other in this order: (1) interpretive, (2) interpersonal, and (3) presentational). Although written as assessments, these materials can easily be used as instructional activities.

<https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/modernlanglatin.aspx>

The Georgia Department of Education launched two initiatives in recent years to help teachers transition to an instructional model based more on the use of thematic units than of textbooks. At this site, teachers can find both instructional activities as well as performance-based assessments that can be repurposed as activities. While these resources are labeled as French, German and Spanish, they can easily be adapted for other languages.

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